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ABSTRACT

The selective bibliography lists approximately 70 books and materials for teachers of gifted and talented students. Arranged alphabetically by author are 32 "practical" books (containing teaching suggestions and activities), 9 "humanistic" books (dealing with psychology and mental health), and 12 "theory" books (on topics such as creativity and intelligence). Also listed are four magazines and 11 other resources such as student book clubs and enrichment games. Entries usually include author's name, publisher's name and address, date, and a brief description. Prices are noted for some entries. (LS)

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I. The "Practical" Books, Etc.

Altshuler, Thelma. Choices: Situations to Stimulate Thought and Expression. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
Highly recommended by several classroom teachers.

Beggs, David W., III and Edward G. Buffie, editors. Independent Study: Bold New Venture. Bloomington: Indiana University Press, 1965.
One of a series of books on the Bold New Venture. This book defines and describes independent study programs. Though many of the selections deal with the administrative phase, some selections discuss actual classroom procedures.

Carin, Arthur and Robert B. Sund. Teaching Science Through Discovery. Columbus, Ohio: Charles E. Merrill Books, Inc., 1964.
A well organized text developing a rationale for shaping science education in the elementary school, organizing and planning for teaching science as well as enrichment activities and discovery lesson plans.

Eberle, Robert F. Teachers' Handbook for Identifying and Cultivating Intellectual Talent. Edwardsville, Illinois: American of Edwardsville, 196[illegible].
Presents a system for identifying and ordering intellectual talent. Prepared specifically to assist teachers in use of instructional strategies to cultivate a wide range of intellectual processes.

-------. Training and Teaching for Creative-Productive Thinking. Edwardsville, Illinois: American of Edwardsville, 1967. $4.25
Report of project conducted in the Edwardsville, Illinois Schools whose aim has been to utilize research findings to support and enhance the school's curriculum so that both teacher and student would more nearly use their intellectual potential. Includes experimentation in the teaching of creative thinking processes, supplementary materials for developing creative-productive thinking, instructional strategies.

Evans, William H., editor. The Creative Teacher. New York: Bantam Books, Inc., 1971.
A collection of practical suggestions for a teacher to use in the classroom. The ideas are designed to combat the student question, "Are we going to do anything important today, Mr. Doe?" The book will be most helpful to secondary English teachers.

Gallagher, James J. Teaching the Gifted Child. Rockleigh, New Jersey: Allyn and Bacon, 1970. $7.95
Much material in this book was non-existent five years ago. Discusses areas of important change: development of curricula for talented students; increased interest in encouraging independent inquiry; clarifying the definitions of "giftedness" in both achievers and underachievers.

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Getzels, Jacob W. and Philip W. Jackson. Creativity and Intelligence: Explorations with Gifted Students. New York: John Wiley and Sons, 1962. $8.50

Explores relationship between what we generally call intelligence and the specific trait of creativity. Raises important questions about some assumptions under which schools have been operating.

Glaus, Marlene. From Thoughts to Words. Champaign, Illinois: National Council of Teachers of English, 1965.

A book of enrichment activities written for elementary teachers to use with children in language arts. Contains poems, games, quizzes, oral and written expression exercises.

Gowan, John, G. D. Demos and E. P. Torrance. Creativity: Its Educational Implications. Somerset, New Jersey: John Wiley and Sons, 1967. $5.95

Thirty-six readings on theory, research and educational applications of what is known about creativity. Invaluable suggestions for developing creativity.

------ and E. P. Torrance. Educating the Ablest. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1971.

A book of readings by major authors about the education of gifted children.

Jenkinson, Edward B. and Donald A. Seybold. Some Structured Theme Assignments for Grades Five through Twelve. Bloomington: Indiana University Press, 1970.

Actual assignment suggestions are given. The assignments are designed to help the student improve his writing using a step-by-step process. The final goal is communication from writer to audience.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1964. $1.75

A programmed text on preparing precise statements of educational objectives, including qualities of meaningful objectives, terminal behavior, and criterion characteristics.

Making It Strange, prepared by Synectics, Inc. New York: Harper and Row, 1968.

Books 1-4--a new design to develop creative writing and thinking. Exercises in a workbook format which can be expanded.

Newton, David E. 101 Ideas on Inquiry. Portland, Maine: J. Weston Walch, Publisher, 1972.

101 Ideas on all subjects drawn from journals, books, and magazines to use for inquiry teaching on any level. Excellent for a resource teacher.

Parnes, Sidney and Harold Harding. A Source Book for Creative Thinking. New York: Charles Scribner's Sons, 1962.

The purpose as stated by the editors "is to provide good guides and suggestions for those who want to know more about how we think creatively and where to find more information." The book consists of selections by major authors.

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Postman, Neil and Charles Weingartner. Teaching as a Subversive Activity. New York: Dell Publishing Company, 1969.

A book "...with dramatic and practical proposals on how education can be made relevant to today's world." A real self-evaluation follows the reading of this book. It will inspire you to attempt new techniques and cause you to ask many questions of yourself and your school.

Raths, Louis E., Merrill Harmin and Sidney B. Simon. Values and Teaching: Working with Values in the Classroom. Columbus, Ohio: Charles E. Merrill Publishing Company, 1966. $3.95

Stimulating and innovative approach to values theory. Junks traditional methods. Describes both a value clarifying process and instructional strategies for implementation. Stresses concept of free choice; students' actual, not self-imaged, behavior; the process used to acquire values.

------, et.al. Teaching for Thinking. Columbus, Ohio: Charles E. Merrill Publishing Company, 1967. $7.75

Analysis for the classroom teacher of the various operations involved in the thinking process. Clarifies the work of such men as Whitehead and Bruner.

Roach, Van Allen and Claryce Allen. Language Experience in Early Childhood. Chicago, Illinois: Encyclopedia Britannica, 1969.

Looseleaf notebooks with ideas to challenge the students to a variety of language experiences from childhood to elementary age. Levels I, II, III included in the set of three notebooks. $18.50

Sanders, Norris. Classroom Questions: What Kinds? New York: Harper and Row, 1966. $3.50

An exploratory use of taxonomy of educational objectives in the classroom. A sequential and cumulative system for categorizing questions. Revelant to many curriculum areas.

Schrank, Jeffrey. Teaching Human Beings: 101 Subversive Activities for the Classroom. Boston: Beacon Press.

Highly recommended by several classroom teachers.

Silberman, Charles E. Crisis in the Classroom. New York: Random House, 1970.

The author of Crisis in Black and White addresses himself to the shortcomings in technique and structure of the American public school. This perceptive and provocative book not only points out current problems but also offers suggestions for improvement.

Strang, Ruth. Helping Your Gifted Child. New York: E. P. Dutton and Company, Inc., 1960.

This book is directed to parents. However, it also contains many suggestions for teachers as well. It is very readable. It emphasizes the characteristics of gifted children at various ages, pointing out the problems and needs that parents and teachers need to know and expect. It should be of special help to a beginning teacher who wants to understand the gifted child and know his needs. It contains little psychological theory on the intellect or learning.

Taba, Hilda and Deborah Elkins. Teaching Strategies for the Culturally Disadvantaged. Chicago: Rand McNally, 1966..

Good book for teachers of preadolescent urban children. Includes instructional strategies for teaching the culturally different.

Torrance, Paul. Creativity. Belmont, California: Dimensions Publishing Company in association with Fearon Publishers, 1969.

This book is especially valuable for parents and teachers working with young children. The author says that children "learn a great deal if freed to use their creative thinking abilities." He gives numerous suggestions of ways to develop creativity in the child.

------. Gifted Children in the Classroom. Riverside, New Jersey: Macmillan and Company, 1969. $2.25

Highlights some of the newer understandings about the nature of giftedness, goals of educating gifted children, problems of identification and motivation, development of giftedness during preschool years. Chapters emphasize development of creative readers and the teaching of research concepts and skills.

------. Rewarding Creative Behavior. New York: Prentice-Hall, 1965. $9.95

A discussion of creative behavior, centering around the encouragement of it and development of means to deal with problems related to rewarding it. Describes measurements and evaluations of studies on creative behavior and potential practical application.

Williams, Frank E. Classroom Ideas for Encouraging Thinking and Feeling. Buffalo, New York: D.O.K. Publishers, 1970. $7.50

A set of teaching strategies for six curricular areas, a set for developing in students four cognitive behaviors, a set for developing four affective behaviors. An outline of teaching modes for developing all of the above.

------ and Robert Eberle. Content, Process, and Practice: Creative Production in the Classroom. Edwardsville, Illinois: American of Edwardsville, 1970. $4.25

Presents concepts, purposes, and plans which have been adopted for classroom use and field tested.

------. Total Creativity Program (Kit). Englewood Cliffs, New Jersey: Educational Technology Publications, 140 Sylvan Avenue. $59.95

This kit consists of eleven components packaged in an attractive vinyl attache case. It is designed to provide a more humane learning environment in all elementary school classrooms--through the careful use of teaching strategies which recognize the distinctive creative abilities of each child. It provides materials, including tapes, for preservice and inservice teacher training as well as practical measuring instruments and lesson ideas for use in the classroom. It is a completely self-contained program.

Wurman, R. S. Yellow Pages of Learning Resources: Objectives, Principles and Curricula for Programs in the Education of Mentally Gifted Minors... Kindergarten thru Grade Twelve.

It can be obtained from Dr. Marvin Gold, Chairman, Department of Special Education, College of Education, University of South Alabama, Mobile, Alabama 36688.

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II. Humanistic

Borton, Terry. Reach, Touch and Teach. New York: McGraw-Hill Paperbacks, 1970.

Part I of this book is a personal account of the teaching experience which led the author to formulate his approach. Part II generalizes from his personal experience and ties it to psychological theory; illustrated by a variety of concrete examples including actual lessons. Related issues such as the role of classroom discipline and the teacher's own personal growth are discussed. Description of training centers, films, tapes, and books provide extensive materials to help put Dr. Borton's experimental approach into practice.

Ginott, Haim. Between Teacher and Student. New York: Macmillan Company, 1972.

Ginott, an adjunct professor of psychology at New York University, describes how a teacher who is aware of human feelings and respects them can exhibit anger genuinely but while attacking the "problem" does not "put down" the student. He gives actual situations in the classroom and explains how to apply the psychology so that feelings of both parties are not injured. This is the most recent in a series of books by Dr. Ginott. The two other books are of equal quality and in paperback. They are Between Parent and Child and Between Parent and Teenager.

Glasser, William. The Identity Society. New York: Harper and Row, 1972.

Dr. Glasser describes the new identity society and suggests ways to live in it successfully. Dr. Glasser states, "I realize that our real chance to succeed in this new society will depend on our ability to cooperate intelligently and become involved with one another for our common good ..." His book gives the reader further understanding of our society.

Harris, Thomas A. I'm O.K., You're O.K. New York: Harper and Row, 1969.

Discusses Transactional Analysis as a way to improve mental health. The most mature attitude is the title of the book--an acceptance of self and others that brings peace of mind.

Lair, Jess. I Ain't Much Baby--But I'm All I've Got. Garden City, New York: Doubleday and Company, 1972.

Jess Lair explores ideas and experiences that aim at freeing oneself through this proven program of self acceptance, self-enrichment and love. He says turn the corner into a more beautiful life--five minutes at a time.

Lyon, Harold C. Learning to Feel, Feeling to Learn: Studies of the Person. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971.

A resource book for teachers on Humanistic Education, the integration of thinking and feeling with actual humanistic techniques presented that may be applied to classroom situations. This practical book includes a bibliography of books, journals, films and tapes which may be used to expand these two major concepts.

Parnes, Sidney and Harold Harding. A Source Book for Creative Thinking. New York: Charles Scribner's Sons, 1962.

The purpose as stated by the editors "is to provide good guides and suggestions for those who want to know more about how we think creatively and where to find more information." The book consists of selections by major authors.

Patterson, Gerald R. and M. Elizabeth Gullion. Living with Children: New Methods for Parents and Teachers. Champaign, Illinois: Research Press, 1971.

This book is not specifically for gifted children but is a tool to be used in modifying behavioral problems in a consistent manner. It is not anything that most teachers don't already know; but it is, nevertheless, a marvelous reminder to a teacher who finds herself "trying everything" with the only result being inconsistency in the teacher's behavior toward a child with behavioral problems. The book is programmed with chapters on the dependent child, the frightened child, the withdrawn child, the overactive child, and the "I Don't Want To" child.

Raths, Louis E., Merrill Harmin and Sidney B. Simon. Values and Teaching: Working with Values in the Classroom. Columbus, Ohio: Charles E. Merrill Publishing Company, 1966. $3.95

Stimulating and innovative approach to values theory. Junks traditional methods. Describes both a value clarifying process and instructional strategies for implementation. Stresses concept of free choice; students' actual, not self-imaged behavior; the process used to acquire values.

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III. Theory

An Aspect of Teacher Decision Making: The Teaching Process. Commission of Educational Policy of the California Teachers Association. California Teachers Association, Burlingame, California. Bulletin No. 17, 1970.

Bloom, Benjamin S., et.al. Taxonomy of Educational Objectives: Handbook I: Cognitive Domain. New York: David McKay Company, 1956. $2.50

With Handbook II (item 5 below) these two volumes are designed to bring order to basic conceptions and to provide a terminology used as standard in research and theory development.

Brandwein, Paul F. Notes Towards a General Theory of Teaching. New York, Chicago, San Francisco, Atlanta, Dallas: Harcourt, Brace and World, Inc., 1966.

A short, but thought provoking essay, based on a paper given at the Institute for Teachers of Science and Mathematics sponsored by General Motors.

Flanders, Ned. Analyzing Teaching Behavior. Reading, Massachusetts: Addison-Wesley, 1970.

Sets forth procedures for analyzing communications in the classroom.

Guilford, J. P. The Nature of Human Intelligence. New York: McGraw-Hill, 1967. $14.75

Major aim of book is to give the concept of "intelligence" a firm, systematic theoretical foundation--including all aspects of intelligence, many of which have been seriously neglected in traditional intelligence testing. Second major aim is to put intelligence within the mainstream of general psychological theory.

Kneller, George. The Art and Science of Creativity. New York: Holt, Rinehart, and Winston, 1965. $2.65

Places some recent concepts of creativity into theoretical perspective and recommends ways it can be encouraged by education. Systematizes the findings of research, tells how creativity can be fostered in our present school system, suggests how creativity ought to be cultivated in the young.

Krathwahl, David, et.al. Taxonomy of Educational Objectives, the Classification of Educational Goals, Handbook II: Affective Domain. New York: David McKay Company, 1964. $2.50

An organized and researched method of looking at feelings and their relationship to thinking. A good technical study of the ideas behind the importance of how one receives, responds, etc. in order to learn.

Motivation Theory for Teachers, 1967; Retention Theory for Teachers, 1967; Reinforcement Theory for Teachers, 1967; Teach More--Faster!, 1969; Teach for Transfer, 1971. Madeline Hunter. TIP Publications, P. O. Box 514, El Segundo, California 90245.

Parnes, Sidney and Harold Harding. A Source Book for Creative Thinking. New York: Charles Scribner's Sons, 1962.

The purpose as stated by the editors "is to provide good guides and suggestions for those who want to know more about how we think creatively and where to find more information." The book consists of selections by major authors.

Passow, A. Harry, et.al. Education of the Disadvantaged: A Book of Readings. New York: Holt, 1967.

Research-based articles by psychologists, sociologists, and educators. Focuses on special educational difficulties of the disadvantaged learner. Discusses teaching techniques and strategies, program development, and the task and roles for school and teacher.

Piaget, Jean. The Origins of Intelligence in Children. New York: International University Press, 1964. $8.50

Describes the development of intelligence by tracing the various manifestations of sensorimotor intelligence and the most elementary forms of expression.

------, Six Psychological Studies. New York: Vintage Books, 1968. $1.65

This is a collection of six essays dealing with the themes of development of behavior and thought, the creation of logic, perception and emotion. Piaget's work is a major contribution to child growth and development at the cognitive level.

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IV. Magazines

Learning, the Magazine for Creative Teaching. 1255 Portland Place, Boulder, Colorado 80302.

Articles concerning up-to-date theory as well as practical suggestions for the classroom.

Main Currents in Modern Thought. New Rochelle, New York: Center for Integrative Education. Published 5 times a year: October, December, February, April and June. Subscription, $4.50 a year.

"A cooperative journal to promote the free association of those working toward the integration of all knowledge through the study of whole things, Nature, Man, and Society, assuming the Universe to be one, dependable, intelligible, harmonious." See May-June 1970 issue particularly for excellent articles on the role of the teacher.

Marks, Barbara S. The New York University List of Books in Education. New York: Citation Press, 1968.

A comprehensive list of books available in education. Annotated. Includes journals, journal articles, dissertations, USOE Cooperative Research Project Reports. Entries grouped under subject headings. Very useful for teachers to locate books, some pamphlets, yearbooks and a few monographic series. Also valuable for high school students doing research projects.

Media and Methods. Philadelphia, Pennsylvania: North American Publishing Company, 134 North 13th Street.

$7/yr. $12/2 yr. $15/3 yr.

V. Other Resources

Baker Nature Study Packet, Baker Science Packet. 650 Concord Drive, Holland, Michigan.
The packet includes 166 activities on elementary level.

Ecology Kit - Man in His Environment. Grade Level 4-12. Contact local Coca Cola Bottlers to obtain the kit.

Scholastic - Creative Writing Awards. 50 West 44th Street, New York, New York 10036.
Grades 7-12. Sponsored by Scholastic Magazine, Inc.

Social Studies Focus on Learning. New York: The Macmillan Company.
Each text accompanied by a complete AV kit. Oriented toward inquiry skills. Eight texts of eight levels beginning with grade one are available.

The Great Books Foundation, 307 North Michigan Avenue, Chicago, Illinois 60601.
Series of classics with guides for teaching by inquiry process.

Book Clubs

Arrow Book Club and Tab Book Club (Junior High Level)
Scholastic Book Service
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
Monthly book lists are provided.

In Touch With the Times. A catalog of Bantom Books, 666 Fifth Avenue, New York, New York 10019

Games and Manipulative Devices for Enrichment

A Set of Attribute Blocks. Irvin, P. O. Box 702, Avondale Estates, Georgia 30002.
This set of 48 wooden blocks comes in three colors, three depths, three sizes of various geometric figures. The students select blocks that have one attribute, two attributes, three attributes (such as color, shape or size). These are especially helpful in teaching children to see relationships and in the thinking processes. They can be used with bright children in grades K-6.

Science Curriculum Improvement Study (SCIS). Rand McNally and Company, Box 7600, Chicago, Illinois 60680.
The Science Curriculum Improvement Study consists of two series of related and sequential units. One unit in life science, and one physical science are paired for each of six levels. Taking advantage of the natural curiosity of children, SCIS presents a wide variety of phenomena for classroom exploration and investigation. At each of the six levels numerous inquiry-oriented activities help children accumulate

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experiences and ideas which advance their thinking from the concrete to the abstract, and enable them to relate scientific concepts to the everyday world. A supplementary book to SCIS program - A Look at Elementary School Science. The SCIS newsletter is available free of charge for readers to keep up to date with developments.

The Gifted Child Quarterly. Ann Isaacs, editor. 8080 Springvalley Drive, Cincinnati, Ohio 45236.

American Association of Gifted Children, 15 Gramercy Park, New York, New York.

Resource for Bright Children with Reading Problems

Ekwall, Eldon E. Locating and Correcting Reading Difficulties. Columbus, Ohio: Charles E. Merrill Publishing Company, 1970. $3.00

This is a book for diagnostic and perscriptive remediation with children having reading problems. Each section tells how to recognize the problem, gives a brief discussion and makes recommendations for pupil help. Then Games and Exercises are listed to correct each particular problem. Some bright students have missed part of a skills development program during the years or have some degree of learning disability. This small volume can be of great assistance to teachers confronted with this problem